

Social Studies 2004 Released Items
Depth of Knowledge Annotations

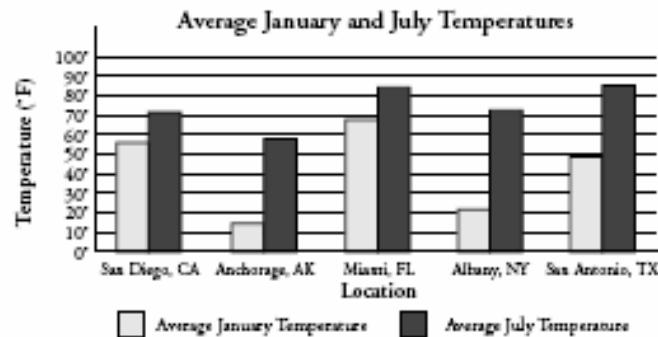
ELEMENTARY

1. People in the United States enjoy freedom of speech. This freedom is protected by the

- Declaration of Independence.
- Bill of Rights.
- Emancipation Proclamation.
- Articles of Confederation.

Social Studies—5—1—DOK 1—SS-05-1.3.1— (Big Idea: Citizens have rights and responsibilities). This item requires students to recall information about a historical document (Bill of Rights).

Use the bar graph below to answer question 3.



3. If you are looking for a place to live that has warm winters and cool summers, which city would be your BEST choice?

- Albany, NY
- San Diego, CA
- Anchorage, AK
- San Antonio, TX

Social Studies—5—3—DOK 2—SS-05-4.1.3— (Big Idea: Physical and human characteristics create patterns on Earth's surface). This item requires students to read and interpret a geographic tool (graph).

Government Workers

7. In the United States, the town, county, and state governments, and the national government collect taxes to provide citizens with many different services. Some of the tax money is used to hire people to do the different government jobs that provide these services.

- a. Identify TWO types of government jobs.
- b. Describe the services each job provides.

Social Studies—5—7—DOK 2—SS-05-1.1.1— (Big Idea: People form governments). This item requires students to identify and describe government services.

MIDDLE SCHOOL

1. Under our system of checks and balances, the Supreme Court can limit the power of both the Congress and the President by

- impeaching public officials.
- vetoing a law.
- making appointments.
- declaring a law unconstitutional.

Social Studies—8—1—DOK 1—SS-08-1.2.1— (Big Idea: U.S. Constitution establishes a government of limited and shared powers). This item requires students to recall information about how our system of checks and balances prevents the concentration of political power.

3. In a free market economy, the price and quality of goods and services are **most strongly** affected by
advertising.
competition.
borrowing.
regulation.

Social Studies—6—3—DOK 2—SS-06-3.3.1— (Big Idea: Markets are institutional arrangements). This item requires students to understand how prices of goods and services are determined in present day market economies.

America's Diversity

8. Before the arrival of Europeans, North America was home to many different Native American peoples and cultures. Beginning in the 1600s, Europeans and Africans added to America's diversity. Today we live in a society that was shaped by each of these three groups, as well as by other groups who arrived later.

a. Identify **one** contribution to American life made by **each** of the three groups listed below:

- Native Americans
- African Americans
- European Americans (Spanish, English, German, Irish, etc.)

b. Explain why these contributions are still important in American life today. Use specific examples to support your answer.

Social Studies—8—8—DOK 3—SS-08-5.2.1— (Big Idea: The history of the United States is a chronicle of a diverse people and the nation they form). This item requires students to identify contributions of European, African, and Native American people, explain how these contributions have helped form America's diverse society today, and cite specific examples to support their answer.

Separation of Powers

9. The framers of the U.S. Constitution wanted to prevent the new federal government from becoming a dictatorship. To keep the government from becoming too powerful, they divided its powers among three branches—the legislative branch, the executive branch, and the judicial branch.

a. For **each** of the three branches of government identify **one** power given to it by the Constitution.

b. Explain why **each** power you identified in **part a** is important in our system of government. Support your explanation with specific, real-life examples.

Social Studies—8—9—DOK 3—SS-08-1.2.1— (Big Idea: U.S. Constitution establishes a government of limited and shared powers). This item requires students to identify a power from each branch of government, and explain its importance using real-world examples.

HIGH SCHOOL

1. The ability of the Supreme Court to declare an act of Congress, or of the president, unconstitutional is an example of

- capitalism.
- states' rights.
- federalism.
- judicial review.

Social Studies—11—1—DOK 1—SS-HS-1.2.1— (Big Idea: U.S. Constitution establishes a government of limited and shared powers). This item requires students to recall and identify the definition of judicial review.

5. The Bolshevik Revolution of 1917 introduced which form of government to Russia?

- communism
- democracy
- fascism
- monarchy

Social Studies—11—5—DOK 1—SS-HS-5.3.4— (Big Idea: The history of the world is a chronicle of human activities and human societies). This item requires students to recall the significance of the Bolshevik Revolution.

Constitutional Rights

6. Constitutional rights in the United States extend to all citizens. The Bill of Rights guarantees:

- freedom of religion
- freedom of speech
- freedom of the press
- the right to assemble and to petition the government
- the right to keep and bear arms
- freedom from unreasonable search and seizure
- the right to due process of law (speedy and fair trial, impartial jury, right to counsel, protection against cruel and unusual punishment)

- a. Select **one** of the Constitutional rights listed above that you support **or** that you feel is particularly important. Discuss **two** reasons for your position.
- b. Select **one** of the Constitutional rights listed above that you do not support **or** that you feel should be amended. Discuss **two** reasons for your position.

Social Studies—11—6—DOK 3—SS-HS-1.2.2— (Big Idea: U.S. Constitution establishes a government of limited and shared powers). This item requires students to formulate an opinion based on their knowledge of the freedoms guaranteed by the Bill of Rights, develop a position and support it with evidence.

The Great Northern Migration

9. Human migration can be the result of factors that “push” populations from one place or “pull” them to another. In the U.S., between 1910 and 1945, many African Americans migrated from rural southern areas to large northern cities. This migration from the South to the North redistributed America’s black population and had lasting social and political effects on the nation.

- a. Describe **two** conditions in the rural southern areas during this time period that caused African Americans to consider migrating to the North.
- b. Describe **two** conditions in northern cities during this time period that attracted African Americans to the North.

Social Studies—11—9—DOK 2—SS-HS-4.3.1— (Big Idea: Movement and settlement patterns). This item requires students to describe push/pull factors related to movement and settlement patterns of African Americans in the Twentieth Century.
